The Printable Pages

Screens Off, Without the Meltdown · Victor Holmberg

These are the pages from the book that you fill in or stick on the fridge. They look exactly as they do in the paperback, page numbers and all.

- The fridge pages, one per chapter (13 pages)
- The weekly charts for the 4-week reset (Week 1 on page 119, Week 2 on page 121, Week 3 on page 122, Week 4 on page 124)
- Appendix A. Phrases for the Fridge (5 pages)
- Appendix B. Our Family Screen Plan (3 pages)
- Appendix C. Quick Checklist (2 pages)

The pages are 6 × 9 inches. On letter or A4 paper, choose "Fit to page" (or leave it at actual size) when you print.

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Why the screen wins on one page

(Your first fridge page. Many more to come.)

1. **Reward without effort.** Screens give the payoff without the hard middle part that children need to practice.
2. **The gap between wanting and getting has shrunk.** Waiting used to happen by itself. Now we have to build it in.
3. **Enough never arrives.** Think of the mosquito bite. Protest at the end is normal.
4. **The spiral includes us.** When we give in to stop the frustration, the next one gets harder. A longer, louder switch-off can be the right one.
5. **Six to eight is a good time to practice** trying, failing and trying again, outside school.

And one for you: nobody beats a product this well designed on willpower alone.

The guidelines on one page

(For the fridge.)

1. **The AAP now cares more about context than minutes.** About one to two hours or more for school-age children, as a soft frame.
2. **Protect sleep.** No screens in the hour before bed. No screens in bedrooms.
3. **Screens shouldn't be the main way your child calms down.** The research and the clinicians point the same way here.
4. **Think about crowding out.** What would your child be doing instead? When families cut back, active play grew back.
5. **Parents are the lever.** Programs for parents, with goals and tracking, did a little better. All the effects were small.
6. **Nobody knows the perfect number.** The limits are good rules of thumb, not lab results.
7. **Use the 5 C's:** Child, Content, Calm, Crowding out, Communication.

And one for you: you can stop reading articles about screens at 10:31 p.m. This one counts.

Deciding before on one page

(Your third fridge page. It's getting crowded in there.)

1. **A limit is something you do.** It passes the do-nothing test: it works even if your child does nothing.
2. **Decide before the screen goes on.** How much, what, where and what comes next.
3. **Be specific.** Episodes, not vague minutes. Decide what happens if a sibling's show isn't done.
4. **Out of sight, out of reach.** A home for every device. Not the sofa, not the bedroom.
5. **Not first thing in the morning.** Breakfast, clothes and a bit of play come first.
6. **Choose shows that end.** Autoplay off.
7. **A say, not the final say.** Announce changes. Don't ask for approval.
8. **Only promise what you'll keep.** Small rules you keep beat big ones you drop.

And one for you: a plan you made at 10 a.m. will be smarter than anything you decide at 5:40 p.m.

The switch-off on one page

(Photograph it, copy it or stick it on the fridge next to tomorrow's show.)

1. **Join first.** Sit with your child for a minute and look at what they're watching.
2. **Warn and hand over the timer.** Two minutes, their finger on the button.
3. **Say one sentence.** Then stop talking.
4. **Do it yourself.** If they don't turn it off, you do, calmly and without a second warning.
5. **Go straight to the next thing.** Offer a small choice, and have something ready.

And one for you: "Their being upset doesn't mean I got it wrong."

Practicing disappointment on one page

(For the fridge, next to the switch-off page.)

1. **Say exactly what will happen.** How many episodes, what happens if a sibling is still watching, what comes next.
2. **Explain the itch.** The wanting-more feeling happens to everyone.
3. **Rehearse the meltdown.** You play the kid. Playful, never mocking.
4. **Practice the handover.** Use a paper tablet or a "replay" of a hard day.
5. **Get the body ready.** Name the harder thing that's coming and take a breath together.
6. **Bring the temperature down early.** Snack, attention and movement before the timer.

And one for you: your child doesn't have to agree that the rule is fair. You're the one who needs to be sure.

The storm on one page

(The storm page. Put it where you'll see it mid-meltdown.)

1. **Hands on the wheel.** Take the feeling seriously and keep driving.
2. **Hold both.** The decision stands, and your child can be upset.
3. **Shrink your job.** Stay calm, keep everyone safe. Ending the meltdown is not on the list.
4. **Say less.** One reflection at most. Don't take the bait.
5. **When it gets bigger.** Smaller room, "I can handle it," steady yourself.
6. **Protest isn't failure.** Consistency makes the testing die down over time.
7. **No bribe episodes.** If you're flexible, expect the same protest.
8. **Bad moment, good kid.** Say it to yourself, and later to them.

And one for you: staying the calmest person in the room is most of the job, and you're allowed to fake it.

After the storm on one page

(Another one for the fridge. There's still room, probably.)

1. **A bad evening is data.** Ask what you can change, and change one thing.
2. **Start the repair with yourself.** Say it: "Hard day. Still a good parent."
3. **Then repair with your child.** "I'm sorry I yelled." No "but," no "if that upset you," no asking for forgiveness.
4. **Take back the angry threat.** That's not caving.
5. **No new rules tonight.** Write down one sentence and decide tomorrow.
6. **Too tired? Say it as a decision.** Then make tomorrow a normal day.
7. **Plan the screens you feel guilty about.** Planned is easier on everyone.
8. **"Same parent, bigger audience."** Do what you'd do at home.

And one for you: the evening you just had is one evening.

The gap on one page

(For the fridge, next to the art supplies.)

1. **"I'm bored" is a good sign.** It means there's free time in your child's day.
2. **Check the basics.** Fed? Connected? Things within reach? In the first fifteen minutes, "bored" can also mean "I miss the tablet."
3. **Agree it feels bad, say they can handle it, then pause.** "Bored, huh? That's no fun. I bet an idea will turn up." They'll keep whining. That's allowed.
4. **Don't list activities.** No menus, no chores. Leave good things in reach, and say nothing about them.
5. **Their boredom belongs to them.** You can resign as camp director.
6. **Afterward, notice.** "Looks like you made something."

And one for you: the whining is the sound of the door opening.

Playing alone on one page

(For the fridge, or next to the play corner.)

1. **It's a skill.** Nobody learns it in one morning, and it's never too late to start.
2. **Start with who your child is.** Trucks, bugs, dinosaurs, a show. Follow the obsession, on the screen and off it.
3. **A small space is enough.** A tray, a shelf, a corner. Clear what gets in the way.
4. **Notice what they already do alone.** "You can do so many things on your own now."
5. **Start microscopic.** A few minutes with a timer, then build up. Say it clearly, and don't ask permission.
6. **Be the sportscaster, not the star.** Your child runs the game.
7. **Let it stand until tomorrow.** One keep spot.

And one for you: set the stage, then go and sit in the audience.

Hard things on one page

(For the fridge, or wherever homework happens.)

1. **Frustration is the feeling of learning.** The goal is to stay on the bridge a little longer. Stopping the whining isn't the goal.
2. **Feelings on a dimmer.** From nine to seven is enough. Fixing it takes them to zero.
3. **Don't do it for them, most of the time.** Breaks are fine. Screen breaks tend to become the evening.
4. **Count to twenty before you help.** Then make the first step smaller.
5. **Let them see you struggle.** And try again.
6. **Pride is the prize.** Keep screen time out of it.
7. **Practice on purpose.** Errands, waiting, laundry. Before they quit, ask whether they're turning back halfway across the bridge.

And one for you: the hinge can wait two minutes, and so can the pasta.

Your phone on one page

(Put this one at adult eye level.)

1. **Look at your own screen time first.** It may be humbling. Nobody's grading, and a habit can change.
2. **Children track your availability.** The phone is just a clue. Don't argue the minutes. Listen.
3. **Different rules are okay, but share three moments.** Meals, transitions and when your child is stretching themselves.
4. **Five minutes, three times a day.** Morning, after school, bedtime. 5 for 25.
5. **Say a real number, then put the phone away.** "Five minutes," and then all of you, with the phone in another room.
6. **A code word.** Let your child use it.
7. **Ten minutes of special time.** Siblings elsewhere, phones away, no lessons.

And one for you: the drawing is usually better than the message.

The 4-week reset on one page

(Last fridge page. I promise. Well, almost. There's an Activity Bank coming.)

Before Week 1: Pick a date. Tell the grown-ups. Expect Week 2 to be loud.

Week 1, Before: Make the plan and hold the Kick-Off. Give every device a home. Fill the after-screen basket.

☐ Said how much before ☐ Not first thing in the morning
☐ Devices slept at home

"You can watch two episodes. Then I'll turn it off."

Week 2, Switch-off and storm: Choose your one sentence. Rehearse it. Bring the temperature down early.

☐ Warning and timer ☐ One sentence, then quiet ☐ No bribe episode

"That's the end for today. Off it goes." And for you: *"Hands on the wheel."*

Week 3, The gap: Things in reach. Play-alone timer. Remember-When Jar. An empty morning.

☐ No activity menu ☐ Play-alone minutes ☐ Counted to twenty

"Bored, huh? That's no fun. I bet an idea will turn up."

Week 4, You: Look at your screen time. Phone-free dinner. A code word.

☐ Phone out at dinner ☐ Five phone-free minutes
☐ Ten minutes of special time

"I need five minutes. Then I'm all yours."

Every Friday: five minutes, three questions, one thing to change.

After: keep what works, cross out the rest. When it slips, redo one week.

And one for you: two boxes out of three is a good day.

The Activity Bank on one page

(It's a list, not a fridge page. Mostly.)

A. Right after the screen goes off: 1 Paint-Dyed Water · 2 Rescue the Animals from the Ice · 3 The Button Sort · 4 The Toy Car Wash · 5 Play Dough Bakery · 6 The LEGO Challenge Card · 7 A Glow-Stick Bath · 8 Draw the Music · 9 Fridge Poetry · 10 Fizzing Potions

B. After school: 11 The Drawing Table · 12 Audiobook and Build · 13 Crayon Rubbings · 14 Walk-Home Soup · 15 The Reading Nest · 16 The Puzzle Tray · 17 The Sticker Map · 18 The Office · 19 Plant Care · 20 Friendship Bracelets

C. Rainy weekends: 21 The Pillow Fort · 22 Open a Restaurant · 23 The Indoor Obstacle Course · 24 Tape Roads · 25 The Marble Run Wall · 26 The Home Museum · 27 Sock Puppet Theater · 28 Indoor Camping · 29 Sink or Float · 30 Invent a Board Game · 31 Balloon Keep-Up · 32 Hallway Bowling

D. Outside: 33 Chalk Paint · 34 The Clue Hunt · 35 Build a Dam · 36 Measure Everything with Your Feet · 37 Bug Safari · 38 The Color Hunt · 39 The Mud Kitchen · 40 The Chalk Course · 41 The Fairy House · 42 Ball Against the Wall

E. Waiting: 43 Twenty Questions · 44 The Story Chain · 45 Count the Red Cars · 46 I Spy, with All the Senses · 47 The Alphabet Hunt · 48 Would You Rather · 49 Napkin Squiggles · 50 Hand Games · 51 The Pocket Kit · 52 You Can Be in Charge Of

F. Together: 53 Bake Something · 54 Family Game Night · 55 The Laundry Race · 56 Cook Dinner Together · 57 Make It into Data · 58 Plan the Outing · 59 Read a Chapter Book Aloud · 60 Grow Something · 61 Fix Something Together · 62 Real Mail

G. On their own: 63 Invent a Machine · 64 Make Your Own Comic · 65 House of Cards · 66 A LEGO City with Laws · 67 Paper Fortune Tellers and Origami · 68 The Secret Agent Notebook · 69 The Domino Chain · 70 The Obsession File

Every time: set it up, say one sentence, step back and look at what they made afterward.

And one for you: an activity your child ignores today might be the favorite next month. Put it back in the bank.

Tuesday: give every device a home

Pick one place where tablets, consoles and phones sleep at night and live during the day when they're not in use. Out of sight, outside bedrooms. A basket, a drawer, a shelf in the hall. Make sure your own phone has a spot there too, even though its turn doesn't come until Week 4.

Wednesday: fill the after-screen basket

Four or five things your child likes but hasn't seen in a while. This is the "next thing" for Week 2.

Every day this week

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Said how much *before* screens went on	☐	☐	☐	☐	☐	☐	☐
Screens weren't first thing in the morning	☐	☐	☐	☐	☐	☐	☐
Devices slept in their home overnight (from Tuesday)	☐	☐	☐	☐	☐	☐	☐

The sentence for this week: "You can watch two episodes of *[show]*. Then I'll turn it off."

(Change the number and the show. Keep the shape: how much, what and what happens next.)

Friday check-in

Five minutes, with tea or wine or a cookie, whatever helps.

1. When did the screen come on without a plan? What was going on just before?
2. Is the plan realistic, or did you promise more than you can keep? (Small rules you keep beat big ones you drop.)
3. One thing to change for next week.

Every day this week

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
I gave a warning and a timer	☐	☐	☐	☐	☐	☐	☐
I said my one sentence and stopped talking	☐	☐	☐	☐	☐	☐	☐
No bribe episode	☐	☐	☐	☐	☐	☐	☐

The sentence for this week: your one sentence from Monday. And for you: "Hands on the wheel."

Friday check-in

1. How many switch-offs went the way you planned? (Count them. It's usually more than it felt like.)
2. Was there an evening you gave in? What was going on for *you* just before?
3. One thing to change for next week.

What's normal in Week 2: your child is testing whether the new rules are real, which is a very reasonable thing for a seven-year-old to want to know. If by Thursday or Friday the protest is a little shorter or a little less frequent, that's a good sign. If it isn't yet, that's common too. Keep going.

Week 3: The gap

The goal: when the screen goes off, your child has more ways to fill the time, and you're doing less of the entertaining.

Chapters: 8 ("I'm Bored!" Is the Beginning), 9 (Teaching Your Child to Play Alone) and 10 (Hard Things Are Good Things).

Monday: check the basics

When your child says "I'm bored," check three things first. Have they eaten? Have you connected today? Are there things within reach? This week, make sure the third one is true: leave paper, tape, books and a few open-ended things where your child can reach them without asking.

Tuesday: start the play timer

A short time of playing alone, with a timer. Five minutes is a good start for most six- to eight-year-olds. Tell them clearly and kindly what's happening, and be in the next room. When the timer goes off, come back and notice what they did. Add a few minutes at a time if it's going well.

Wednesday: make the Remember-When Jar

A jar of your child's own good ideas, so next time they're bored, they can look there before they look at you.

Saturday: the empty morning

One morning, about an hour, no screens for anyone, a few open-ended things out and your phone away. Expect the first fifteen minutes to be loud. Or try the Cardboard Kingdom instead: a big empty box and your child as the only director.

Every day this week

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Answered "I'm bored" without a menu	☐	☐	☐	☐	☐	☐	☐
Play-alone timer (write the minutes)	___	___	___	___	___	___	___
Counted to twenty before helping	☐	☐	☐	☐	☐	☐	☐

The sentence for this week: "Bored, huh? That's no fun. I bet an idea will turn up."

For hard things: "I'm going to let you keep at it. I think you've got a little more in you."

Every day this week

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Phone in another room at dinner	☐	☐	☐	☐	☐	☐	☐
Five phone-free minutes at a transition	☐	☐	☐	☐	☐	☐	☐
Ten minutes of special time (their pick)	☐	☐	☐	☐	☐	☐	☐

(The five minutes go at a transition: the morning hello, after school or bedtime. Special time means no phones, yours included.)

The sentence for this week: "I need five minutes. Then I'm all yours."

Friday check-in

1. Look at your screen time again. Did it change? (No judgment either way. It's information.)
2. Which boxes from Weeks 1 to 3 have turned into habits you no longer think about?
3. One thing to change in the plan.

What's normal in Week 4: a code word used with great enthusiasm, at least one dinner where someone reaches for a phone out of habit and a Friday number that may not have moved much. Check off what you can, and carry on.

After the four weeks: the new normal

At the end of Week 4, sit down with the family screen plan again. Some things you wrote a month ago will have become ordinary. Some won't, which is also worth knowing.

APPENDIX A

Phrases for the Fridge

These are the book's most useful sentences, gathered here and sorted by the moment you'll need them. Pick one for each moment, the one that sounds most like you, and use it every time. It's the same idea as the one sentence at the switch-off: your child learns what the words mean, and you don't have to invent new ones when you're tired.

The Fridge Card

(This is the real last fridge page. If your fridge is full, this card replaces all the others.)

One sentence for each moment. If another one in the list sounds more like you, cross mine out and write yours in.

- **Before the screen goes on:** "You can watch two episodes. Then I'll turn it off."
- **At the switch-off:** "That's the end for today. Off it goes."
- **During the storm:** "You're so angry. I'm right here."
- **After a hard evening:** "I'm sorry I yelled."
- **When they're bored:** "Bored, huh? That's no fun. I bet an idea will turn up."
- **When they play alone:** "This is your building time, and you're in charge of it."
- **When something is hard:** "Too hard? Then let's make the first step smaller. What's a tiny one?"
- **About your own phone:** "I need five minutes. Then I'm all yours."

For you:

- "Hands on the wheel."
- "I can make this call. They can be upset about it."
- "Hard day. Still a good parent."

All the phrases

Before the screen goes on (Chapters 3 and 5)

- "You can watch two episodes of *Bluey*. Then I'll turn it off."
- "When this episode ends, I'm turning it off."
- "You can be mad about it. I'm still turning it off."

- "You can watch two episodes of your show. That's about fifty minutes. When the second one ends, the tablet goes on the shelf, even if your sister is still watching hers. Then it's snack time."
- "There's a change coming. Here's how it will work."

At the switch-off (Chapter 4)

- "That's the end for today. Off it goes."
- "Stopping is the worst part. I know."
- "You'd love one more. It's still a no."
- "I'm taking the tablet now. I'll keep it safe."
- "Which show tomorrow? Tell me, and I'll put it on the fridge."

During the storm (Chapter 6)

- "You're so angry. I'm right here."
- "You really wanted that. It's still a no."
- "You can be this angry. I can handle it."
- "You don't want it to be over, do you?"
- "I'm staying with you until it passes."

After a hard evening (Chapter 7)

- "I'm sorry I yelled."
- "I'm still learning to handle my big feelings too."
- "I said no tablet for a week because I was angry. The rule is the same as always."
- "I'm really tired, so tonight is a screen night. Tomorrow is normal."
- "That was a hard evening. Want to build something?"

When they're bored (Chapter 8)

- "Bored, huh? That's no fun."
- "Not knowing what to do is a rotten feeling. It passes."
- "Yeah, bored is the worst. I don't love it either."

- “I bet an idea will turn up. Maybe not right away.”
- “Looks like you made something. Tell me about it whenever you like.”

When they play alone (Chapter 9)

- “You can do so many things on your own now.”
- “This is your building time, and you’re in charge of it.”
- “You can be the dragon too. Show me what it does later.”
- “Wait, save it! Tell me everything when the timer goes off.”
- “This can stay up till tomorrow.”
- “That one fought back. Want another go tomorrow?”

When something is hard (Chapter 10)

- “I’m going to let you keep at it. I think you’ve got a little more in you.”
- “Frustrating, right? That’s what learning something new feels like.”
- “Go get a snack, then come back to it. It’ll look easier after.”
- “Too hard? Then let’s make the first step smaller. What’s a tiny one?”
- “You did that yourself. How does that feel?”

About your own phone (Chapter 11)

- “I need five minutes. Then I’m all yours.”
- “So it feels like my phone is out a lot. Thanks for telling me.”
- “Hang on, let me put this in the other room. Okay, show me.”
- “Phones in the drawer at dinner. Mine too.”
- “If you catch me on it, say *banana*.”
- “This is important, so I’ll do it after bedtime.”

For you

These are the ones to say in your head, usually through slightly clenched teeth.

- “Hands on the wheel.”
- “Stay calm, keep everyone safe. That’s my whole job.”

- “This is hard for them. It isn’t aimed at me.”
- “Their screaming doesn’t get the final say.”
- “This will end. It always does.”
- “I can make this call. They can be upset about it.”
- “Hard day. Still a good parent.”
- “That was data, not a verdict.”
- “No new rules tonight.”
- “A planned screen night beats a guilty one.”
- “Same parent, bigger audience.”
- “Two boxes out of three is a good day.”

APPENDIX B

Our Family Screen Plan

This is your family screen plan. Fill it in with a pen, sometime when nobody is asking for a screen (10 a.m. on a Saturday is better than 5:40 p.m. on a Tuesday). Keep it to these two pages, leave some lines blank and put it on the fridge.

Your child can help with the parts marked ☆, which is their say in the plan. The big decisions are yours.

The American Academy of Pediatrics has a longer online version, the Family Media Plan, if you'd like more detail. This one is shorter on purpose and written for six- to eight-year-olds.

Our family: _____

We made this plan on: _____ **We'll look at it again on:** _____ *(four weeks later is a good time)*

1. When

On which days, and at what time of day, are screens on? (After school? After lunch on weekends? Not before breakfast?)

2. How much

In episodes, or rounds for games, not just minutes.

On school days: _____ **On weekends:** _____

3. What ☆

Our yes list	Not right now

4. Where

Which rooms are screens used in? _____

Where do devices sleep at night? _____ *(outside bedrooms, out of sight)*

5. Screen-free times

☐ Meals ☐ Car rides under half an hour ☐ The hour before bed
☐ First thing in the morning

Other: _____

6. What comes after ☆

The first thing our child does when the screen goes off:

What's in the after-screen basket:

---

7. Planned exceptions

When screens can be different (long flights, sick days, the night the babysitter comes), and how we'll say it's over:

---

8. Grown-ups too

What we'll do differently with our own phones:

Where our phones go at dinner: _____

Our code word ☆: _____

Our one sentence at the switch-off: _____

When a sibling's show isn't finished: _____

When a game can't save yet: _____

Signed (grown-ups): _____ _____

Drawn by (kids):

APPENDIX C

Quick Checklist

The whole book on two pages, sorted by the moments of a screen evening. Check off what you already do. Pick one thing you don't do yet, and start there. (Chapter 12 has the four-week plan if you want to do it in order.)

Before the screen goes on (Chapters 3 and 5)

- ☐ I decide how much *before* the screen goes on, in episodes or rounds.
- ☐ I say it out loud, including what happens if a sibling's show is still going and what comes next.
- ☐ We've rehearsed the switch-off, with me playing the kid.
- ☐ Screens aren't the first thing in the morning.
- ☐ Shows have an ending, and autoplay is off.
- ☐ Every device has a home outside the bedrooms, out of sight.
- ☐ I announce changes as decisions. My child gets a say, not the final say.
- ☐ I only set rules I'll keep on a tired Thursday.
- ☐ Snack, attention and some movement come before the timer, not after.

At the switch-off (Chapter 4)

- ☐ I join first: a minute next to my child, looking at what they're watching.
- ☐ I give a two-minute warning and hand over the timer.
- ☐ I say one sentence, then stop talking.
- ☐ If the screen doesn't go off, I turn it off myself, calmly and without a second warning.
- ☐ The next thing is ready.
- ☐ I don't take screens away as a punishment.

During the storm (Chapter 6)

- ☐ I keep my hands on the wheel: I take the feeling seriously and keep the decision.
- ☐ My job is to stay calm and keep everyone safe. Ending the meltdown isn't on the list.
- ☐ I say less, and I don't take the bait.

- ☐ No bribe episodes.
- ☐ I remember that protest doesn't mean the limit failed.

After a hard evening (Chapter 7)

- ☐ I start with myself, then repair with my child: "I'm sorry I yelled."
- ☐ I take back the angry threat.
- ☐ No new rules tonight.
- ☐ When I'm too tired, I make extra screen time a decision, and tomorrow is normal.

In the gap (Chapters 8, 9 and 10)

- ☐ When I hear "I'm bored," I check the basics: fed, connected, things within reach.
- ☐ I agree it feels bad, say they can handle it and don't list activities.
- ☐ I leave good things within reach and say nothing about them.
- ☐ My child has some play-alone time with a timer, starting small.
- ☐ I notice and describe what they made, afterward.
- ☐ I count to twenty before helping with something hard.
- ☐ I don't reward hard things with screen time.

Your own phone (Chapter 11)

- ☐ I've looked at my own screen time.
- ☐ My phone is in another room at dinner.
- ☐ I give five phone-free minutes in the morning, after school and at bedtime.
- ☐ I say a real number: "I need five minutes. Then I'm all yours."
- ☐ My child has a code word, and I listen to it.
- ☐ Every day, my child gets ten minutes of special time with me: no phones, no siblings.

If you only do three things

1. Decide how much before the screen goes on.
2. Use the same one sentence at the switch-off, then stop talking.
3. Have the next thing ready.

Chapter 13 has seventy ideas for the next thing.